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ABSTRACT

This bulletin contains selected lists of teacher performance specifications regarded as generally applicable to teacher education curriculum for undergraduates. ("Performance specifications" are statements which describe particular competencies or competency requirements that a teacher should possess in order to operate at optimum effectiveness in a teaching-learning situation. Performance specifications generally applicable to all teachers were selected from those concerned with the performance of elementary teachers.) Rationale and procedures are described for the development of specifications based on actual teaching behavior. Classification of the specifications is based on the Taxonomy of Educational Objectives. Each of the 224 desired behaviors in the main listing is classified according to the highest level of cognitive and affective development necessary for optimum performance in specific positions. Cognitive level categories are: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, and 6) evaluation. Affective level categories are: 1) receiving, 2) responding, 3) valuing, 4) organization, and 5) characterization. Sub-groups within the 224-item list are Cognitive Processes, Psychology, Pedagogy, Philosophy, Religion, Media, Guidance and Counseling, and Social Foundations of Education. A separate listing of 80 affective specifications contains selected personality characteristics generally applicable to teacher education curriculum. (JS)

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GEORGIA EDUCATIONAL MODELS
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SELECTED TEACHER PERFORMANCE SPECIFICATIONS GENERALLY APPLICABLE TO TEACHER EDUCATION CURRICULA

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Introduction

The purpose of this bulletin is to present selected lists of teacher performance specifications which are regarded by the authors as generally applicable to teacher education curriculum for undergraduates. The material contained herein with minor changes and corrections is taken directly from a Final Report (Johnson, 1968) of one of the University of Georgia's College of Education research and development organizations named Georgia Educational Models (GEM).

The initial concern of GEM was to design an exemplary model program for the preparation of elementary school teachers. However, the focus on elementary teachers does not preclude the possibility that many of the specifications of the model might equally apply in all teacher preparation curricula. Thus, this report is an attempt to select out from among those specifications concerned with the performance of elementary teachers those which are generally applicable to all teachers.

Performance Specifications

Performance specifications are statements which describe particular competencies or competency requirements that a teacher should possess in order to operate at optimum effectiveness in a teaching-learning situation.

Rationale and Procedure

GEM's position is that the teacher education program should be designed in relation to the job the teacher is required to perform in the classroom. By defining what the job actually is, the competencies necessary to perform specific tasks may be adequately determined. In other words, it would logically follow that the content of a teacher education program should be based on the teaching act itself.

Studies of teaching and teaching behaviors (Bellack, 1963; Flanders, 1963; hughes, 1959; and Ryans, 1960) provide a partial base on which this rationale is built. In addition, attempts to develop theoretical paradigms by groups such as AACTE's Team Project provide further support for this position. Thus, the content for the GEM teacher training program is stated as performance specifications which are based on actual teaching behaviors.

The task of deciding what the teacher's job is began with a determination of goals. A search of the literature revealed those generally accepted by most professional educators. These goals provided the framework for the development of objectives, which, in turn, provided the basis for determining pupil learning behaviors, teacher teaching behaviors, teacher job analysis, and finally, the performance behaviors.

The objectives were determined by specialists within the College of Education of the University of Georgia. Specialists in each content area prepared objectives for their particular field. Objectives that cut across subject areas such as cognitive processes, values, attitudes, and feelings were prepared by the GEM staff and then approved

by various groups within the College.

The identification of pupil learning behaviors involved specialists who were asked to take each objective and describe how a pupil would have to behave if he were to acquire the characteristics representative of this objective. These pupil learning behaviors provided the basis for determining teacher teaching behaviors--those teacher behaviors necessary to develop the desired pupil learning behaviors. Finally, teacher teaching behaviors supplied information for the job analysis and performance specifications for a teacher education program. See Figure 1.

Objectives alone cannot provide the total content of a teacher education program. Consequently, it was necessary to look at other facets of the total school program such as general instructional principles, teaching principles, learning principles, and organization principles. These principles provided certain teacher objectives and teacher behaviors which, in turn, provided an additional basis for the job analysis and for the determination of performance specifications. Working papers prepared by the GEM staff provided the basis for the development of these principles. A sequential procedure was developed that drew a teacher objective from each principle. The achievement of this objective requires certain teacher teaching behaviors. Here, again, behaviors supply data for the job analysis and performance specifications. See Figure 2.

Finally, GEM takes the position that a teacher education program should attempt to develop a teacher with adequate personality characteristics. Consequently, humanistic learnings, attitudes, and values

Objective

To learn to solve problems.

Pupil Learning Behaviors

1. The child identifies problems.
2. The child formulates hypotheses.
3. The child gathers information.
4. The child analyzes data.
5. The child evaluates alternate solutions.
6. The child generalizes solutions.

Teaching Behaviors

1. The teacher organizes problem situations.
2. The teacher interests pupils in a problem and observes its formulation.
3. The teacher observes information gathering and processing.
4. The teacher assists, as required, in developing a solution to a problem.

Suggested Specifications for a Teacher Education Program

A teacher education program will provide the student with:

1. Knowledge of and skill in developing problem situations.
2. Knowledge of and skill in techniques of presenting problem solutions methods.
3. Knowledge of and skill in critiquing problem solutions.

Figure 1

Cognitive Processes--Specification Work Sheet

Principle Number 1

The instructional program provides for continuous intellectual stimulation.

Teacher Objective

Recognizes the role of motivation and intellectual stimulation in the learning process and provides for its presence in the instructional program.

Teacher Teaching Behaviors

1. Provides learning experiences in which children are working at a level commensurate with both their ability and achievement.
2. Provides a developmental program where pupils can continually advance in learning.
3. Makes learning meaningful and worthwhile.
4. Considers pupil interest, imagination, and energies as a vital component in developing an instructional program.
5. Encourages children to contribute to the planning of learning experiences.

Teacher Job Analysis

The teacher recognizes the role of motivation and intellectual stimulation in the learning process and provides for its presence in the instructional program.

Suggested Specifications for a Teacher Education Program

A teacher education program will provide the student with:

1. Knowledge of the learning process and the role of motivation and intellectual stimulation.
2. Knowledge and ability to use diagnostic instruments available to determine pupils' achievement in relation to potential.
3. Skill in providing learning situations that promote pupil initiated activities, creative endeavors, and independent inquiry.
4. Skill in meeting the needs of both slow and rapid learners.

Figure 2

Instructional Principles--Specification Work Sheet

must be incorporated into the program (Combs, 1965). It must be acknowledged, however, that to date evaluative criteria for measuring attainment in these areas is not sufficient. Despite the lack of evaluative measures, the personality development of the teacher is as important as his intellectual development.

A synthesis of the available research and literature, especially that developed by the National Training Laboratories, produced generalizations which have been translated into objectives for the development of an adequate personality. These objectives were translated into personality characteristics that should be taken into account in the development of a teacher education program.

Classification of Specifications

The system of classification of specifications used by GEM has as its base the Taxonomy of Educational Objectives to designate the intended behavior of students that would result from specific learning experiences. The categories adapted by GEM from the cognitive domain (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956) are as follows: (1) knowledge, (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation. Those adapted from the affective domain (Krathwohl, Bloom & Masia, 1956) are as follows: (1) receiving, (2) responding, (3) valuing, (4) organization, and (5) characterization.

Because the taxonomies are hierarchical in arrangement, the desired behaviors have been classified according to the highest level of learning necessary for optimum performance in specific positions. The assumption is made that the objective in one class makes use of and is built upon the behaviors found in the preceding classes. For an example, see Figure 3.

Characteristic	Level of Development	
	Cognitive	Affective
Identification of pupil interest in reading.	3	2

Note--Under the cognitive level of development, the teacher is assigned the number 3, which would indicate the application level. It is subsumed that the teacher, because of the hierarchical nature of theclassification, has the knowledge and the comprehension necessary for the application. Under the affective level of development, the teacher is assigned a number 2, indicating the responding level. Again, this subsumes that receiving is necessary for responding.

Figure 3

Performance Specification--Reading

Motor skills is an area that is often implied under certain aspects of the cognitive domain. However, the GEM staff feels that there are particular motor skills that should be separately designated so that it is clearly understood that these skills are necessary for certain tasks. These motor skills have been clarified according to four levels of operation: (1) simple action (response), (2) coordinated action (multiple action), (3) action sequence (procedure), and (4) system action (accomplishing an objective).

For example, to learn to hit a baseball, the pupil learns a simple action such as swinging a bat. In a coordinated action, the pupil swings the bat and watches the ball. Watching the ball, deciding if the ball is in the strike zone, and determining the advisability of swigning or not swinging the bat constitute an action sequence. Finally, if the pupil performs on the sequence level and, in addition, throws and catches the ball, he becomes a member of a team (system action). Thus, one level utilizes and builds upon that preceding it.

Finally, although the affective domain of the taxonomy has been used in the classification of some objectives, for purposes of clarity and emphasis, those relating to personal development have been separately classified. Here, the taxonomy has not been used because it is hoped that all teachers will strive to achieve toward the maximum development of their individual personalities and, thus, toward the characterization (five level) of the affective domain. Consequently, although it is recognized that each will not achieve this level under each objective, it is nevertheless, at this time seemingly impossible

to determine any cutting point. Therefore, those specifications relating to personal development are stated as desirable ends of the teacher education program with the assumption that each will strive toward maximum attainment.

As regards the numbers used to identify each teacher performance specification those used in this report reflect a classification system developed by the GEM staff for purposes of the study. For example: 3.01.00 is for cognitive processes, and 3.20.00 is for philosophy.

SELECTED TEACHER PFRFORMANCE BEHAVIORS GENERALLY APPLICABLE TO TEACHER EDUCATION CURRICULA

3.01 Performance Specifications--Cognitive Processes

Characteristic	Level of Development	
	Cognitive	Affective
3.01.01 Creativity as problem solving.	3	4
3.01.02 Conditions where the creative process flourishes.	3	2
3.01.03 Activities for the development of creativity in pupils.	3	3
3.01.04 Development of curiosity.	3	3
3.01.05 Techniques for discovering relationships (e.g., inquiry training).	3	2
3.01.06 Techniques for problem solving.	3	2
3.01.07 Application of principles from the disciplines to phenomena.	3	2
3.01.08 Techniques for predicting cause and effect.	3	3
3.01.09 Interpreting the results of change.	3	3
3.01.10 Techniques for observing one's environment.	3	2
3.01.11 Techniques for describing one's environment.	3	2
3.01.12 Techniques for extracting information from one's environment.	3	2
3.01.13 Relationships within the environment.	3	2
3.01.14 Measurements and standards.	3	2
3.01.15 Techniques for classifying and identifying items in the environment	3	2

Characteristic	Level of Development	
	Cognitive	Affective
3.01.16 Identification of basic types of personality.	2	2
3.01.17 Acceptance of basic types of personality.	2	5
3.01.18 Development of self-expression.	3	2
3.01.19 Development of interpersonal communications.	3	3
3.01.20 Pupil feelings, attitudes, and interests.	3	4
3.01.21 Techniques for acceptable pupil expression of their feelings.	3	4

3.05 Performance Specifications--Psychology

Characteristic	Level of Development	
	Cognitive	Affective
3.05.01 Genealogy of developmental conceptions.	3	3
3.05.02 Assessment of developmental change.	3	3
3.05.03 Individuality of development.	3	3
3.05.04 Status and progress in organismic development.	3	1
3.05.05 Complexity of growth of the organism.	3	1
3.05.06 Use of norms in development.		1
3.05.07 Methods for appraising growth.	3	1
3.05.08 Maturation and growth.	3	1
3.05.09 Maturation and experience.	3	1
3.05.10 Psychomotor development.	3	1
3.05.11 Cognitive development.	3	1
3.05.12 Psychoanalytic theory and cognitive development.	3	1
3.05.13 Behavioristic theory and cognitive development.	3	1
3.05.14 Cognitive field theory and cognitive development.	3	1
3.05.15 Social-personal theory and cognitive development.	3	1
3.05.16 Achieving a sense of self.	3	3
3.05.17 Learned patterns of adaptation for affective development.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.05.18 The effect of learning and behavior.	3	3
3.05.19 Language patterns and behavior.	3	3
3.05.20 Socioeconomic influence and behavior.	3	3
3.05.21 Family influence and behavior.	3	3
3.05.22 Peer influence and behavior.	3	3
3.05.23 Factors in individual differences (e.g., sex, age, race, physical, intelligence, and experiential background).	3	3
3.05.24 Approaches for studying human development.	2	1
3.05.25 Associative learning theories of learning (connectionism, conditioning).	3	1
3.05.26 Reinforcement, instrumental, and operant as components of conditioning.	3	1
3.05.27 Field of cognitive learning theories (phenomenological, Lewins Vector, Talman's Purposive Behaviorism, Piagetian).	3	1
3.05. 28 Genetic, experiential, transactional, and factorial elements in intellectual development.	3	3
3.05.29 Needs, motivation, motives, experiences, and view of self as determinants of behavior.	3	3
3.05.30 Reward and punishment, success and failure, praise and reproof, competition and cooperation, and individual goal setting as factors in discipline and motivation.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.05.31 Retention and transfer of training (remembering, forgetting, overlearning).	3	1
3.05.32 Problem solving, meaning, and creativity and their development in the classroom.	3	3
3.05.33 Implications of growth, development, and learning to the classroom	2	3

3.06 Performance Specifications--Pedagogy

Characteristic	Level of Development	
	Cognitive	Affective
3.06.01 Pupil classroom behavior.	5	3
3.06.02 Effect of heredity and environment on pupil development.	4	3
3.06.03 Self-evaluation.	4	3
3.06.04 Techniques for developing pupil self-evaluation.	3	3
3.06.05 Methods for developing pupils as independent learners.	3	3
3.06.06 Individual differences in pupils.	4	5
3.06.07 Influence of communications media on individuals and society.	2	2
3.06.08 Planning instructional programs.	3	3
3.06.09 Techniques of pupil-teacher planning.	3	3
3.06.10 Organizing and implementing instructional sequences.	4	3
3.06.11 Early intellectual stimulation.	3	2
3.06.12 Research on pupil interests.	2	2
3.06.13 Methods for individualizing instruction.	3	3
3.06.14 Evaluation of pupils on an individual basis.	3	3
3.06.15 Group dynamics in the classroom.	3	3
3.06.16 Classroom interaction processes.	3	3
3.06.17 Classroom climate.	3	4

Characteristic	Level of Development	
	Cognitive	Affective
3.06.18 Directing group discussion.	3	2
3.06.19 Problem solving techniques.	3	2
3.06.20 Social responsibility of the individual in society.	3	3
3.06.21 Pupil motivation.	3	3
3.06.22 Sociometric techniques.	4	3
3.06.23 Decision-making process as it relates to teaching.	3	3
3.06.24 Respect for the uniqueness of each individual.	3	5
3.06.25 Techniques for providing learning experiences that will allow each pupil to meet with more success than failure.	3	3
3.06.26 An understanding of self.	4	5
3.06.27 Techniques for developing pupil self-understanding.	3	3
3.06.28 Social norms and social behavior.	2	2
3.06.29 Current events.	2	3
3.06.30 Techniques for incorporating current happenings into the instructional sequence.	3	2
3.06.31 Criteria for the selection of instructional material.	3	2
3.06.32 Democratic living in the classroom.	3	3
3.06.33 Learning experiences that promote divergent and convergent thinking.	3	3
3.06.34 Social change and its relationship to the school program.	2	2

Characteristic	Level of Development	
	Cognitive	Affective
3.06.35 Classroom grouping procedures and techniques.	3	3
3.06.36 Scope and sequence of the total instruction program (3-12).	2	2
3.06.37 Preparation of classroom objectives (behavioral).	3	2
3.06.38 Overall program objectives.	4	3
3.06.39 Teaching organizations.	2	2
3.06.40 Teacher rights and legal status.	2	2
3.06.41 Public school organization and line and staff relationships.	2	2
3.06.42 Teacher contracts, benefits and tenure.	2	2
3.06.43 Grading and promotion practices.	3	2
3.06.44 Community services available to schools and pupils.	2	2
3.06.45 Attendance procedures, record keeping, inventories, other reports.	3	2
3.06.46 Classroom management.	4	2
3.06.47 Pupil discipline.	4	2
3.06.48 Parent-teacher and parent-teacher-pupil conference techniques.	3	3

3.20 Performance Specifications--Philosophy

Characteristic	Level of Development	
	Cognitive	Affective
3.20.01 Prescriptive and descriptive statements.	3	1
3.20.02 Various philosophers' ideas of the most important elements in judging moral worth (Kant, Epictitus, Berthon, Dewey, etc.).	4	3
3.20.03 Conclusions versus reasons, or theory and its justification.	4	1
3.20.04 The complexity of moral life and the need to distinguish between descriptions and prescriptions, motives and consequences, means and ends, intrinsic and extrinsic goods, in judging the moral worth of an action.	4	3
3.20.05 The terms "religion" and "god."	4	1
3.20.06 Strengths and weaknesses of the various arguments for God's existence (ontological, causal, contingency, religious experience, utility, miracles, teleological).	6	3
3.20.07 Religious concepts and meanings (anthropomorphic and mystic approaches to conceptualization of God).	4	1
3.20.08 Consequences, or lack thereof, of the belief of the existence of God.	4	1
3.20.09 Problems posed by the actual existence and nature of objects around us which we "know" of through sight and touch.	4	1
3.20.10 Principle proponents of the theory of representative realism, particularly as expressed by John Locke.	2	1

Characteristic	Level of Development	
	Cognitive	Affective
3.20.11 Berkeley's own statement on idealism and his refutation of Locke's position.	4	1
3.20.12 The phenomenalistic position regarding the apprehension of reality (John Stuart Mill).	4	1
3.20.13 Avenues by which we are enabled to know propositions to be true (sense experience, reason, authority, relevation, and faith).	4	1
3.20.14 Defining characteristics of the word "know."	4	1
3.20.15 Basic tenets and implications of Pragmatism, especially as set down by William James and John Dewey.	4	1
3.20.16 Logical empericism and related movements with particular emphasis on A. J. Ayer.	4	1
3.20.17 The existentialist movement and an overview of some of its ramifications (J. P. Sartre, Camus, etc.).	4	1
3.20.18 The problem of substance and the problem of universals (Plato, Aristotle, Locke).	4	1
3.20.19 The problem of matter and life (mechanism and vitalism).	4	1
3.20.20 The relationship and difference between mental and physical events (interactionism, psychological parallelism, epiphenomenalism, the double aspect theory, identity theory).	4	1
3.20.21 Problems connected with the concepts of self, personal identify and immortality.	4	1

Characteristic	Level of Development	
	Cognitive	Affective
3.20.22 The method philosophers use to dissect and clarify the exact meaning of the problems which they face (logical principles and linguistic analysis).	2	3
3.20.23 Perennial themes discussed by philosophers (truth, knowledge, goodness, etc.)and why they are both perennial and important.	1	3
3.20.24 The number and variety of alternative ways for answering problems.	1	3
3.20.25 Acceptance of the fact that philosophy neither offers any "final" answers nor claims the existence of such.	1	3
3.20.26 Thoughts of the great thinkers with particular emphasis on the more recent ones.	4	3
3.20.27 One's personal beliefs--continual strengthening, questioning, and renewing of one's basic convictions.	1	5
3.20.28 Intelligent use of words as words, e.g., the relationship of words in our language to the world in which language is used to describe it (semantics).	4	1
3.20.29 Understanding and definition of words--theories of definition (ideational, behavioral, referential, usage).	5	1
3.20.30 Meaningful sentences (imaginability, describability, truth conditions, "knowing what it's like," meaninglessness outside a given context, category mistakes, self-contradictoriness, untranslatable metaphors).	5	2

Characteristic	Level of Development	
	Cognitive	Affective
3.20.31 Recognition of the reasoning process being employed in a particular situation (deduction, induction).	4	2
3.20.32 Classification of propositions (a priori and a posteriori proposition, and analytic and synthetic statements).	4	1
3.20.33 Isolation iwthin a proposition or an argument of the principles of logic--discernment of whether or not any principles have been violated (Aristotle's three laws of thought: Law of Identity, Law of Non-contradiction, Law of Excluded Middle).	6	1

3.21 Performance Specifications--Religion

Characteristic	Level of Development	
	Cognitive	Affective
3.21.01 Each religion's land of origin, its people and language, culture, and its historical beginnings.	1	1
3.21.02 The basic sacred writings of each religion.	1	1
3.21.03 The life and teachings of known founders of a religion.	1	1
3.21.04 Comparison of religions on common terms: 1. Cosmos-creation and nature of the world. 2. Metaphysics--views of the supernatural. 3. Man--position of man, and views each religion has of him. 4. Man's plight--causes of plight. 5. Salvation--teachings for a meaningful life. 6. Conduct--content of ethical living and relationship of conduct with rest of world view. 7. Eschatology--fate after death.	2	1

3.22 Performance Specifications---Media

Characteristic	Level of Development	
	Cognitive	Affective
3.22.01 Media materials: projected, recorded, broadcasted, programmed, displayed, printed materials, etc. (including care and storage of materials).	2	1
3.22.02 Available media for instruction, bibliographic sources for printed and non-printed media materials, regional resources, material catalogues such as the NICEM Directory of 16 mm Educational Films, the NICEM Directory of 35 mm Educational Filmstrips, the Educational Media Index, and the Children's Catalogue.	3	1
3.22.03 Operating principles and conditions of use of conventional audio-visual equipment, tape recorders, language masters, record players, filmstrip projectors, overhead and opaque projectors, previewers, etc.	3	1
3.22.04 The role of the medium in the communication of a message, e.g., selection of the most appropriate medium or media to present a concept.	3	3
3.22.05 Media terminology used to designate equipment, materials, techniques.	2	1
3.22.06 Methods for organizing, utilizing, judging, studying, and criticizing media.	3	3
3.22.07 Curriculum trends as related to the adaptation of educational media and communication technology to certain aspects of instruction such as inductive learing strategies, self instruction, etc.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.22.08 Principles and generalizations in psychology, learning theory, subject areas, etc., and their application to a range of teaching-learning situations related to the use of media.	3	3
3.22.09 Rules of procedure and generalized methods in the selection, use, and adaptation of various media to specific situations.	3	3
3.22.10 Analysis of elements in a communications medium, e.g., recognition of unstated assumptions, bias, validity, etc.	3	3
3.22.11 Adaptation, modification, and combination of various media to develop instructional sequences.	5	3
3.22.12 Construction and development of instructional materials which convey ideas, illustrate concepts, support instructional objectives, etc.	5	3
3.22.13 The value of media and methods of use for given instructional purposes, e.g., the preparation of a unit of work incorporating instructional objectives, content, media, methods, and evaluation.	6	3
3.22.14 Quantitative and qualitative judgements about the extent to which material and methods satisfy instructional objectives.	6	3
3.22.15 The value of equipment and materials in a given school situation--recommendation for use and purchase.	5	3
3.22.16 Techniques of modifying existing materials to special purposes.	3	3

3.23 Performance Specifications--Guidance & Counseling

Characteristic	Level of Development	
	Cognitive	Affective
3.23.01 Study of the historical and philosophical foundations in guidance and counseling.	3	3
3.23.02 Overview of educational-psychological testing and measurement.	4	3
3.23.03 Educational, psychological, and sociological dynamics of behavioral characteristics of children: personality dynamics, mental hygiene, learning theories, environmental manipulation, concepts from vocational development theory, and understanding of child development.	4	3
3.23.04 Internal and external social and economic forces that relate to the development of the child.	4	3
3.23.05 Counseling theories: command of the counseling approaches applicable to the elementary child.	2	2
3.23.06 Counseling techniques involving developmental play, role-playing, audio-visual feedback, etc.	2	2
3.23.07 Group procedures that would include group guidance and group counseling.	2	3
3.23.08 A counseling practicum wherein the professional student receives professional laboratory experiences.		3
3.23.09 Ability to work with exceptional children.	3	3
3.23.10 Community resources for referral purposes.	4	3

Characteristic	Level of Development	
	Cognitive	Affective
3.23.11 Understanding of the research methods and tools instrumental in guidance and counseling.	3	3

3.24 Performance Specifications--Social Foundations of Education

Characteristic	Level of Development	
	Cognitive	Affective
3.24.01 Role of both heredity and environment in the development of the individual.	3	4
3.24.02 Various cultures and ways in which they influence individuals to develop particular types of behavioral characteristics.	3	4
3.24.03 Socio-cultural controls needed to maintain social stability.	3	4
3.24.04 Major social changes which can be found in modern society (local, national, international).	3	4
3.24.05 Processes of planned social change and individual and group roles in this process.	3	3
3.24.06 Methods to structure situations in which pupils can assess the ways in which social values and norms operate to control an individual's behavior.	3	3
3.24.07 Appropriateness and consequences of of various types of social and/or educational changes.	3	3
3.24.08 Appropriate channels for achieving planned social change.	3	3
3.24.09 Basic principles of democracy, respect for the individual, valuing of diversity, freedom of speech, equality of opportunity, government by, of, and for the people, etc.	4	4
3.24.10 Cooperative decision-making processes and the role vested interests play in this process.	4	4

Characteristic	Level of Development	
	Cognitive	Affective
3.24.11 Social responsibilities of the individual citizen.	6	5
3.24.12 Procedures for evaluating beliefs and behaviors to determine the extent to which they are consistent with democratic principles.	4	3
3.24.13 Devotion to the basic principles of democracy in classroom operations.	6	5
3.24.14 Faith in the power of cooperative discussion and the use of reason to settle problems.	6	5
3.24.15 Willingness to utilize basic principles of democracy in classroom operations.	6	5
3.24.16 Respect for the uniqueness of each pupil and willingness to assist each one in developing a positive self-concept.	6	5
3.24.17 Purposes of education in a democratic society.	6	5
3.24.18 Various types of development (physical, social, moral, emotional, intellectual, and vocational) which public schools seek to promote.	6	5
3.24.19 Historical and current educational, political, and economic procedures that affect the public schools.	3	3
3.24.20 Various patterns of curriculum and instructional organization.	3	3
3.24.21 Professional organizations and other interest groups and the role they play in school program development.	3	3
3.24.22 Critical factors which underlie significant problem situations and educational strategies for preparing youth to cope with these problems.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.24.23 Sensitivity to social factors and forces which influence the development of public education.	3	5
3.24.24 Willingness to examine and evaluate the issues which are rooted in current educational problems.	3	5
3.24.25 Openness to new theories of educational development and a willingness to evaluate them in an objective manner	3	5
3.24.26 Relationship between the characteristics of a given group and the behavior patterns of its various members.	3	5
3.24.27 Significant factors, social class, status, power, etc., and the ways in which they influence educational attitudes and practices.	3	5
3.24.28 Significant forces, science and technology, mass media, special interest groups, the national government, teachers' unions, etc., and the ways in which they influence educational attitudes and practices.	3	5
3.24.29 Significant and social phenomena, the population explosion, rising expectations, the technology explosion, urban growth, sexual revolution, the generation gap, integration, etc., and their implications for educational program development.	3	5
3.24.30 Major changes which have characterized the development of primary group units such as the family and secondary group units such as the school.	3	5

Characteristic	Level of Development	
	Cognitive	Affective
3.24.31 Techniques for collecting, analyzing, and interpreting data relating to the several factors that have and will shape public school education.	3	1
3.24.32 Various educational alternatives toward social change (neutrality, rejection, acceptance) and different responses related to these alternatives (e.g., acceptance--social realism ⟶ social reconstructionism).	3	3
3.24.33 Techniques for assessing the potential of various community resources in relation to changing a school's role in a given community and of procedures for enlisting the support of various community agencies to achieve desired changes.	3	3
3.24.34 Historical, descriptive, and experimental methods of data collection, analysis, and interpretation.	3	3
3.24.35 Techniques for observing and assessing interaction patterns in various group situations.	3	3
3.24.36 Personal-social problem solving techniques.	3	3
3.24.37 Criteria which can be used to evaluate proposed problem solutions.	3	3
3.24.38 Utilization of diagnostic and prescriptive techniques as a means for developing systematic plans for attacking individual, community, and school social problems.	3	3
3.24.39 Appreciation of research and problem solving techniques as important means for dealing with personal-social problems.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.24.40 Communication behavior, both verbal and non-verbal.	3	3
3.24.41 Group dynamics and social interaction processes.	3	3
3.24.42 Processes and patterns for structuring groups toward more desirable patterns of social interaction.	3	3
3.24.43 Social climate and its effect on defining and achieving group goals.	3	3
3.24.44 Methods to aid individuals and grou groups to assess their progress toward achieving defined goals.	3	3
3.24.45 Sensitivity to and respect for the feelings of individual group members.	6	5
3.24.46 Desire to help group members to participate in ways which enable them to feel comfortable and secure.	1	5
3.24.47 Willingness to attend to the satisfaction of group members while working toward goals.	1	5
3.24.48 Different views of the nature of man, society, mind, knowledge, values, and the good life.	3	3
3.24.49 Different concepts of education which represent a consistent extension of particular views of the nature of man, society, mind, knowledge, etc.	3	3
3.24.50 Conditions needed to implement a particular operational design in a specific educational context, and the consequences of a particular design in a specific education context.	3	3

Characteristic	Level of Development	
	Cognitive	Affective
3.24.51 Procedures for determining and assessing different concepts of education as reflected in statements made by individuals and groups in the community.	4	3
3.24.52 Relationship between a philosophy of education and a philosophy of life.	4	3
3.24.53 Appreciation of different educational patterns or programs proposed by others who hold different views of man, society, knowledge, etc.	1	5
3.24.54 Continuing desire to examine and evaluate new patterns and programs of education.	1	5
3.24.55 Present and past educational concepts, principles, models, and theories, and their situational consequences.	3	3
3.24.56 Logical processes for analyzing different educational theories to construct theoretical models in concrete solutions.	3	3
3.24.57 Criteria that can be used to determine the strengths and weaknesses of various theories.	3	3
3.24.58 Willingness to alter one's own theoretical basis in the light of conflicting evidence.	3	3

SELECTED PERSONALITY CHARACTERISTICS GENERALLY APPLICABLE TO TEACHER EDUCATION CURRICULA

3.25 Performance Specifications--Affective (Domain)

3.25.01 To develop and accept an accurate perception of self, in order to achieve a more adequate personality.

3.25.01.01 Ascertains the degree of acceptance one has among one's peers, academic, social, sex, and similar groups.

3.25.01.02 Assesses the limits of one's potential, in order to learn the extent of one's own capacities.

3.25.01.03 Examines one's tolerance for ambiguity, in order to discover the amount of regulation one requires in life and the environment.

3.25.01.04 Confronts the types of anxieties and types of fears one lives with in daily life, in order to achieve more effective behavior.

3.25.01.05 Determines the degree to which one is authentic in presenting one's personality and real self.

3.25.01.06 Assesses the degree of comfort and/or discomfort one finds in one's environment, in order to achieve satisfaction and stability.

3.25.01.07 Studies and examines the effects of the behavior of others upon oneself when choosing one's own behavior.

3.25.01.08 Understands and is able to use effectively the tools of communication.

3.25.01.09 Finds ways of dealing with conflict, in order that it does not incapacitate one's potential behavioral effectiveness.

3.25.01.10 Has the courage of one's convictions and presses them forward until change seems warranted.

3.25.01.11 Understands one's own personal behavioral characteristics when dealing with a crisis situation, in order to sustain competent behavior.

3.25.01.13 Examines one's concept of existence, in order to derive personal meaning and direction in one's life and social behaviors.

3.25.01.14 Examines one's attitudes and beliefs regarding authority and societal institutions, in order to discern one's place in the social structure.

3.25.01.15 Becomes skilled in using feedback to assess self-behavior and amend it toward positive goals.

3.25.01.17 Discovers that habits are not indelible, and that behavior can be changed toward any goals that are desired and sought after.

3.25.01.18 Realizes that hate is an element which can incapacitate effective behavior more quickly than almost any other negative element of human emotion.

3.25.01.19 Realizes that next to the emotion of hate, hostility, when carried to extremes, can be debilitating and leads to a lack of productive behavior.

3.25.01.20 Sees that happiness, essentially, is the key to all success and accomplishment.

3.25.01.21 Understands that all persons experience moments of identity stress when growing toward a more adequate personality: to not ask, "who and what am I," is indicative of a lack of growth and progress.

3.25.01.22 Learns that all people at one time or another have a feeling of inadequacy and that these can be utilized for promoting, as well as inhibiting, growth and the achievement of greater adequacy.

3.25.01.23 Seeks meaningful interpersonal relationships, in order that one might grow toward becoming a more ccmplete human being.

3.25.01.24 Discovers that innovativeness and creativity are as much a matter of attitude and general outlook as they are innate potential.

3.25.01.25 Realizes that skill in making effective judgments can be learned and developed.

3.25.01.26 Learns that all people are in a search for personal meaning and that this search can lead toward great accomplishments or mediocre achievements; the choice is theirs.

3.25.01.27 Understands that love is an essential element and ingredient in all human relationships.

3.25.01.28 Discovers that problem solving and the utilization of critical thinking are keys in the development of dynamic leadership.

3.25.01.29 Acknowledges the role of reward and punishment as it relates to his motivations to achieve.

3.25.01.30 Discovers a sense of reality in one's life and environment, in order to develop an objective view of self.

3.25.01.31 Develops a sense of reassurance and confidence in oneself, in order to assume the responsibility for working toward one's personal goals.

3.25.01.32 Becomes aware that self-insight usually is acquired through openness with others rather than through a closed inspection of oneself.

3.25.01.33 Works toward an increased sensitivity and a greater awareness of the vast amount of communication present in all non-verbal behavior.

3.25.02 To acknowledge and accept one's social, psychological, and physical needs, in order to achieve a more adequate personality.

3.25.02.01 Understands one's need for acceptance in social relationships.

3.25.02.02 Learns to deal with aggressive behaviors in a social setting as well as on a psychological and physical level.

3.25.02.03 Learns to control one's particular needs, in order that they do not restrict the freedom of others by depriving them of their rights.

3.25.02.04 Examines one's need to be dependent upon others and the extent to which this dependence inhibits personal growth and achievement.

3.25.02.05 Acknowledges the important role that emotion plays in one's need structure.

3.25.02.06 Learns to deal with personal inadequacies as one works toward the accomplishment of satisfying one's needs.

3.25.02.07 Appreciates the interdependence of all human beings and works not only toward the satisfaction of one's own needs, but toward the satisfactions of others' needs as well.

3.25.02.08 Appreciates the role of human joy in attaining the fulfillment of personal needs.

3.25.02.09 Becomes aware that personal involvement is an essential element in satisfying social, psychological, and physical needs.

3.25.02.10 Appreciates the fact that mutual support is a solidifying factor in the achievement of social, psychological, and physical needs.

3.25.02.11 Realizes that the threat of failure is perhaps the greatest barrier to success in the satisfaction of personal needs.

3.25.02.12 Understands that social environment is flexible and can be changed rather easily to suit the needs of the inhabitants.

3.25.03 To acknowledge, accept, and deal with one's emotions, feelings, and intuitions, in order to achieve a more adequate personality.

3.25.03.01 Accepts oneself for what one is and who one is.

3.25.03.02 Develops techniques for overcoming feelings of alienation from the rest of one's peers and group mates.

3.25.03.03 Discovers that compassion as an emotion is most useful in guiding one toward appropriate behavior in unfamiliar situations.

3.25.03.04 Learns to utilize concern as the catalyst in achieving successful behaviors.

3.25.03.05 Becomes aware that high levels of conflict can inhibit appropriate behavior to the point of no behavior, while moderate conflict can motivate one to over achieve that which one might normally be expected to achieve.

3.25.03.06 Learns that the inability to deal effecitvely with feelings of defensiveness can rob one of many valuable experiences.

3.25.03.07 Discovers that feelings of dependency are normal, as well as abnormal, depending upon the degree to which one is dependent.

3.25.03.08 Understands that no one is immune from feelings of depression and inadequacies, but that those can be overcome through positive and successful experiences.

3.25.03.09 Understands that discouragement is an essential element of learning and that without failure, in some degree, little learning would take place.

3.25.03.10 Develops the ability to empathize with others, in order to continue personal growth and development.

3.25.03.11 Accepts the fact that feelings of hostility are normal, but must be monitored carefully, lest they destroy any sense of objectivity one might have in dealing with interpersonal relationships.

3.25.03.12 Comprehends the necessity of having love in everyone's life, in order to have a feeling of completeness and wholeness.

3.25.03.13 Discovers one's tolerance for rejection, which will aid one in setting goals and future levels of aspiration.

3.25.03.14 Acknowledges the fact that the emotion of sorrow is one that few people have a facility for handling with any degree of ease or comfort.

3.25.03.15 Understands that the feeling of support from others is comforting and highly encouraging.

3.25.03.16 Perceives that threat is the greatest inhibitor in the learning process.

3.25.04 To develop and enlarge one's capacity for human understanding and compassion for others, in order to achieve a more adequate personality.

3.25.04.01 Learns to become flexible in one's own behavior, in order to adjust to the needs of others.

3.25.04.02 Discovers ways and means for providing personal comfort for others in need of understanding and compassion.

3.25.04.03 Develops a personal commitment to others, in order to assist them as is necessary.

3.25.04.04 Becomes aware that compassion is a central element in developing human understanding.

3.25.04.05 Learns to have the courage to meet and accept people as they are and not as one would like them to be.

3.25.04.06 Discovers that failure can become a vicious circle in which one can get trapped, unless someone else is willing to show one the route to success.

3.25.05 To identify more fully and achieve toward one's aspirations and goals, in order to achieve a more adequate personality.

3.25.05.01 Becomes fully acceptant of one's personal talents and abilities as well as one's inabilities and deficiencies.

3.25.05.02 Discovers one's action potential for accomplishing goals and aspirations.

3.25.05.03 Confronts any feeling one might have which suggests that one will not reach a goal because of a lack of ability.

3.25.05.04 Finds the courage to strike out toward the attainment of one's goals, rather than developing a willingness to accept less than what is desired.

3.25.05.05 Develops a tolerance for failure and the resourcefulness to try again and again if one does not succeed on the first attempt to reach a goal.

3.25.05.06 Becomes alert to all feedback relevant to the achievement of one's goal, in order that one might modify one's behavior accordingly.

3.25.06 To awaken to and develop an awareness of the process of becoming, in order to achieve a more adequate personality.

3.25.06.01 Is ever alert to one's action potential, in order to accomplish all those things of which one is capable.

3.25.06.02 Sharpens one's consciousness and awareness to the world around one, in order that one is "tuned in" to what is going on.

3.25.06.03 Discovers the inner forces of one's personal motivation which guides one in the process of becoming.

3.25.06.04 Looks for opportunities to serve as a change agent in one's environment, in order to modify it toward purposeful ends.

3.25.06.05 Develops diagnostic skills in understanding individual and group behavior.

3.25.06.06 Achieves greater spheres of freedom, in order to have the flexibility to change as one "becomes."

3.25.06.07 Achieves a high degree of skill in handling interpersonal relationships for the mutual satisfaction of all concerned.

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